

Framework for Teaching and LDC

This resource is designed for administrators and teachers to use in conferencing and as a part of reflection in the Professional Growth and Effectiveness System (PGES) when planning and implementing an LDC module.

Domain	Component	Connections to LDC	Questions for Conferencing
Domain 1 Planning and Preparation	1a. Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> -Knowing what content to use when planning teaching task -Content deserving extended time -Choice of correct teaching task to match content -Background component provides context of content, connecting previous learnings -Listing of content standards within the module -Content standards are also addressed in Section 2 (Skills Ladder) -Including products of mini-tasks which ask students to exhibit content knowledge -Appropriate choice of texts to match content expectations 	<p>What prerequisites were considered prior to implementing the unit?</p> <p>What were the pedagogical approaches to the discipline?</p> <p>How were primary sources analyzed? Was a specific tool utilized?</p>
	1b. Demonstrating Knowledge of Students	<ul style="list-style-type: none"> -Varied reading levels; Varied Task levels -Selection of template task -Extension activities optional -Constant formative assessment – scoring guide -Grouping of students -Optional pre/post assessment -Student centered timeline/plan -Products out of mini task are formative assessment -Task – preparing for the task and task engagement (knowing the culture and interests of your students) -Accommodations for students embedded -Teaching task allows students to bring their own personal background, interests, etc. to the piece but the whole class will arrive at the same goal/task (choice/ownership) -Choice of high quality/high interest text, video, etc. creates the active intellectual engagement the PGES requires -Mini task design addresses student interest, choice, and need 	<p>How did you plan to meet the various needs of your students?</p> <p>How did you develop plans based on what you know regarding students' needs?</p>

	<p>1c. Selecting Instructional Outcomes</p>	<p>-Teaching task describes clearly what they are going to learn/demonstrate what they learn; students deconstruct writing task to internalize what they are meant to do and what they are meant to learn.</p> <p>-LDC provides student choice; LDC mini-tasks should be differentiated; Mini-tasks should be purposeful that lead to measureable outcomes; Mini-tasks provide different types of learning; use of graphic organizers on various mini-tasks</p> <p>-If the right questions are asked, students will discover the connections to other disciplines.</p> <p>-Formative assessment – through mini-tasks; peer evaluation/feedback; summative assessment is the final product.</p> <p>-Rigorous literacy skills built in</p> <p>-Thoughtful sequencing of mini-tasks leads to desired student outcomes.</p>	<p>In what ways were instructional outcomes clear and rigorous?</p> <p>In what ways does LDC demonstrate different types of learning?</p>
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	1d. Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> -Structures in building/district have to be in place (time for planning scheduled; opportunity to develop, build and reflect on work; access issues addressed; - open to outside resources from community (speakers/experts); availability/willingness to search out secure diverse resources -Evidence of resources used in module (looking outside textbook; variety of formats (speakers, articles, webinars); leveled texts used; rationale for use/inclusion given) -Evidence of text complexity placemats for included texts – resources attached to module -Evidence of learning extended past school day -Teacher: ongoing, job embedded -Student – extensions; opportunities for communication -Utilizing trade publications as a source text (CTE especially) -Selecting grade-level appropriate texts (CCSS text complexity) – challenges students to access more difficult texts -Effectively facilitating research for student selection of appropriate texts -Utilize alternative “texts” (guest speakers, video, audio, pictorial essays, etc.) -Module extensions provide students with additional opportunities to connect with outside resources -Module creation encourages/requires that teachers seek authentic texts 	
	1e.Designing Coherent Instruction	<ul style="list-style-type: none"> -The Instructional Ladder -Mini tasks organize/scaffold content to advance learning, represents cognitive challenge with differentiation of activities/resources -Provides clear structure: standards --- skills list; mini tasks – rubric (interdependent) -Reasonable time allocations -Coordinates knowledge of content -Instructional ladder = series of learning activities Chunk mini tasks / more small steps /; Lexiled readings / collaborative teacher support = diverse pathways to meet student needs 	Are all students completing the same work in the same manner?

	1f. Designing Student Assessment	<ul style="list-style-type: none"> -Formative assessment on the instructional ladder -Developing own instructional ladders; intentional, differentiation -Clear criteria (rubric/mini tasks) -Student friendly and student developed rubrics -Teacher uses assessment data and revises -Pre/post assessments (place for) -Use of examples to compare/evaluate student work (analysis to drive next steps) -Student choice of assessments -Real world/relevancy (student involvement) -Individualized -Students actively involved 	<p>Are any assessments differentiated?</p> <p>How are results from assessments informing assessments?</p>
Domain 2 Classroom Environment	2a. Creating an Environment of Respect and Rapport	Identifying/understanding multiple perspectives	<p>Were interactions uniformly respectful?</p> <p>Were there opportunities for debate?</p> <p>Did text show multiple perspectives?</p> <p>Did you provide direct instruction on counter claim?</p>
	2b. Establishing a Culture for Learning		<p>Are student cognitively busy?</p> <p>How did you make real world connections?</p> <p>How did you move students to higher-order thinking skills?</p> <p>How much were students responsible for learning?</p>
	2c. Managing Classroom Procedures		Was the teacher facilitator of classroom management?
	2d. Managing Student Behavior		Was behavior appropriate? Did it impede learning?
	2e. Organizing Physical Space		Were resources used effectively?
Domain 3 Instruction	3a. Communicating with Students	<ul style="list-style-type: none"> -content is scaffolded, clear and accurate (mini tasks aligned to larger task) -content connects with students' knowledge and experience (tasks allows student choice/multiple approaches) -students are intellectually engaged (mini-tasks/instructional activities require analysis and content understanding) 	

	3b. Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> -promotes thinking and understanding (task design with overarching questions to guide inquiry) -engaging discussions-teacher and student facilitated (evidence in instructional ladder) -promotes metacognition (opportunities for reflection) 	
	3c. Engaging Students in Learning	<ul style="list-style-type: none"> -tasks aligns with instructional outcomes (mini-tasks should clearly align to a standard/outcome for unit) -pacing allows for intellectual engagement (planning template pacing) 	
	3d. Using Assessment in Instruction	<ul style="list-style-type: none"> -facilitates formative assessment process, leading to modifications to instruction -promotes specific feedback to students about how to improve their work -use of rubric to score student work -promotes self and peer assessment 	
	3e. Demonstrating Flexibility and Responsiveness		
Domain 4 Professional Responsibilities	4a. Reflecting on Teaching	<ul style="list-style-type: none"> -Anecdotal notes; journal; use of student work; common rubric; collaboration notes -focus on decisions made as a result of the above to impact student learning 	<p>What worked? What didn't? (evidence is student work and data)</p> <p>What will you do differently next time?</p>
	4b. Maintaining Accurate Records	System for common LDC rubric lends itself to a growth mindset (student progress)	<p>How do you know students' progress?</p> <p>How do students gauge their own progress/growth?</p>
	4c. Communicating with Families	...in order to provide relevant information	How do you regularly communicate information about student's progress to families?
	4d. Participating in a Professional Community	LDC = Job embedded collaborative professional learning	How does collaborative professional learning focus on student work that demonstrates learning outcomes?
	4e. Growing and Developing Professionally	LDC=job embedded collaborative professional learning	How do you collaborate with colleagues to improve/adjust instruction based on student work?
	4f. Demonstrating Professionalism	LDC allows all students to have access to high quality work.	